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ABSTRACT

This report summarizes the findings of the 1975-76 follow-up study of 1,487 former students at 10 Oregon community colleges. Of the respondents, 48% were female, 52% were male, 41% were at least 26 years old, 37% were early leavers (those who did not complete their programs), and 63% were graduates. Participants answered questions on present activities, satisfaction with the college they attended, employment relationship to college program, salaries, jobs, and preparation for further education. Over 54% of respondents were working full-time; three-fourths of these were working in areas related to their college program. Better than eight out of ten employed respondents felt they had been well prepared for their current occupation. Full-time employment salaries varied significantly by sex; 40% of males as compared to 17% of females earned at least $900 a month. Of health occupation graduates, 98% were working in related jobs, while only 38% of technical program graduates were working in related jobs. Program completion appeared to be an important variable in obtaining related employment. Of early leavers, 67% were lower division collegiate majors, most of whom transferred; early leavers were twice as likely as graduates to be full-time students. The data are analyzed by sex and age, and trends over the three year period 1974-1977 are reviewed. The survey questionnaire is included. (TR)

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1976 COMMUNITY COLLEGE FOLLOW-UP SURVEY

SUMMARY OF FINDINGS

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1976

COMMUNITY COLLEGE FOLLOW-UP SURVEY

SUMMARY OF FINDINGS

Fall 1977

Career and Vocational Education Section
Oregon Department of Education
942 Lancaster Drive NE
Salem, Oregon 97310

PREFACE

This report summarizes the findings of the 1975-76 Oregon community college follow-up study. The survey population included all graduates as well as a sample of early leavers from each college. All analyses are on a statewide basis, with no identification of, or comparison between, individual colleges. Each college received an analysis of the data reported by its respondents for comparison among programs and with statewide results.

The Oregon Department of Education extends its gratitude to the participating colleges for their cooperation and diligent efforts. The commitment of local personnel to accomplish the objectives of the follow-up study made this report possible.

Comments about the information reported or the format of this document are welcomed. An evaluation sheet with postage prepaid is provided at the end of the report.

SURVEY HIGHLIGHTS

- Over 54 percent of all respondents were working full time at the time of the survey with three-fourths of these respondents working in an area related to their community college program.
- Thirty-seven percent of all respondents were continuing their education and the majority were enrolled in courses related to their community college program.
- Ninety-eight percent of the health occupation programs graduates were working in a related job.
- Thirty-eight percent of the technical programs graduates were working in a job related to their community college programs.
- Salaries of the full time employed varied significantly by sex. Forty percent of the males earned at least $900 a month, in comparison to 17 percent of the females.
- More than eight of ten employed respondents felt they were well prepared for their current occupation.
- Graduates of distribution, technical and health programs were the most satisfied with their salaries; agriculture and home economics students were the least.
- The unemployment rate for respondents was 4.1 percent.
- Two-thirds of the early leavers were in the 18 to 25 age group while one-half of the degree recipients were over age 26.
- Program completion was an important variable in obtaining related employment.

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GENERAL FINDINGS

General Characteristics of Respondents

Ten community colleges participated in the 1975-76 follow-up study and this report tabulates the some 1,487 responses from former students. Of all respondents, forty-eight percent were female, fifty-two percent were male. Thirty-seven percent were early leavers (that is, those who had not completed their programs) and 63 percent graduates. More than one-third of the respondents were in the 18-21 age group, one-fourth were ages 22-25, while one-fifth were in the 26-33 age group and an equal proportion were 34 or older.

Present Activities of Respondents

As Table 1 indicates, the majority of the respondents (54.3%) were employed full time, with an additional 14.1 percent employed part time, totalling 68.4 percent; that is, over two-thirds were employed.

Nearly one-third of the respondents indicated that they were currently enrolled as full time students, while an additional 6.9 percent were enrolled part time, totalling 37.5 percent for both groups.

Nearly one out of six (14.9%) of the respondents indicated that they were both employed and continuing school, while less than one in ten (9.0%) were neither employed nor in school. Nearly half of the respondents in this latter group (4.1% of all respondents) indicated that they were actively seeking employment but unable to find it; the remainder (4.9%) indicated that travel, childrearing and other interests were main activities.

Table 1: Present Activities of Respondents

	Full time Students	Part time Students	Not in School	TOTAL
Working Full Time	1.9%	4.1%	48.3%	54.3%
Working Part Time	7.4%	1.5%	5.2%	14.1%
Not Working	21.3%	1.3%	9.0%	31.6%
TOTAL	30.6%	6.9%	62.5%	100.0%

Satisfaction with Community College

The respondents consistently indicated general satisfaction with key aspects of their community college experiences. More than 80 percent felt well prepared for either employment or continued education. As specified in other sections of this report and indicated in Table 2, this general satisfaction was apparent even when considering the quality of preparation in specific academic areas and without regard for the age, sex or present activity of the respondents. The greatest variance in levels of satisfaction was noted when the present activity of respondents was cross-tabulated with expressions of satisfaction. As Table 2 indicates, those respondents employed part time, enrolled in school part time or unemployed indicated less satisfaction with their community college experiences than did those employed or enrolled full time. It should be re-emphasized, however, that regardless of present activity, the majority of the respondents indicated general satisfaction with community college preparation.

Table 2: Perception of the Preparation Achieved at Community Colleges for Present Activity

	Exceptionally Well-prepared	Well-Prepared	Not Well-Prepared	Very Poorly Prepared	
Full time Student	11.6%	74.9%	12.8%	.7%	= 100%
Part time Student	16.7	55.6	25.0	2.7	= 100%
Full time Employed	17.0	66.4	12.1	4.5	= 100%
Part time Employed	9.2	67.7	18.5	4.6	= 100%
Unemployed	6.3	64.5	18.8	10.4	= 100%
Other Activities	15.3	65.2	16.7	2.8	= 100%
ALL RESPONDENTS	14.4	68.7	13.5	3.4	= 100%

The respondents also indicated satisfaction with community college student services; over 95 percent of all respondents rated student services as very satisfactory (30.1%) or satisfactory (65.1%), with only 4.7 percent rating these services less than satisfactory. When rating specific student services, respondents who had used those services tended to be satisfied. (Respondents who had not used a specific student service did not rate that service.) Though general satisfaction was evident for each student service area, a relatively high level of dissatisfaction was evident in two areas: nearly one-fourth of the respondents who used career counseling and job placement services rated these services as less than satisfactory. These responses tend to confirm a similar finding found in the previous year's follow-up study--that career counseling and job placement are areas in which improvements could be made. Table 3 identifies the ratings made by users of nine specific types of student services.

Table 3: Perceptions of Community College Student Services

Student Service Area	Did you use the service? Yes	No	User Rating: Very Satisfactory	Satisfactory	Less Than Satisfactory	
Personal Counseling	39%	61%	36%	52%	12%	= 100%
Career Counseling	47	53	25	52	23	= 100%
Advising	66	34	34	52	14	= 100%
Student Activities	23	77	38	49	13	= 100%
Admissions & Registration	96	4	25	62	13	= 100%
Health Services	23	77	44	49	7	= 100%
Veterans' Affairs	25	75	50	38	12	= 100%
Financial Aids	40	60	55	34	11	= 100%
Job Placement	27	73	38	40	22	= 100%

CHARACTERISTICS OF EMPLOYED RESPONDENTS

Relationship of Employment to Community College Program

Over 54 percent of all survey respondents listed employment as their main activity, with three-fourths of these working in an area related to their community college program. The most frequently cited reason for holding an unrelated job was "...took an available job to put myself through school."

Examination of major course of study and the incidence of holding a related job yielded further information. Table 4 shows the relationship between community college programs and present jobs.

Table 4: Relationship of College Program to Present Job

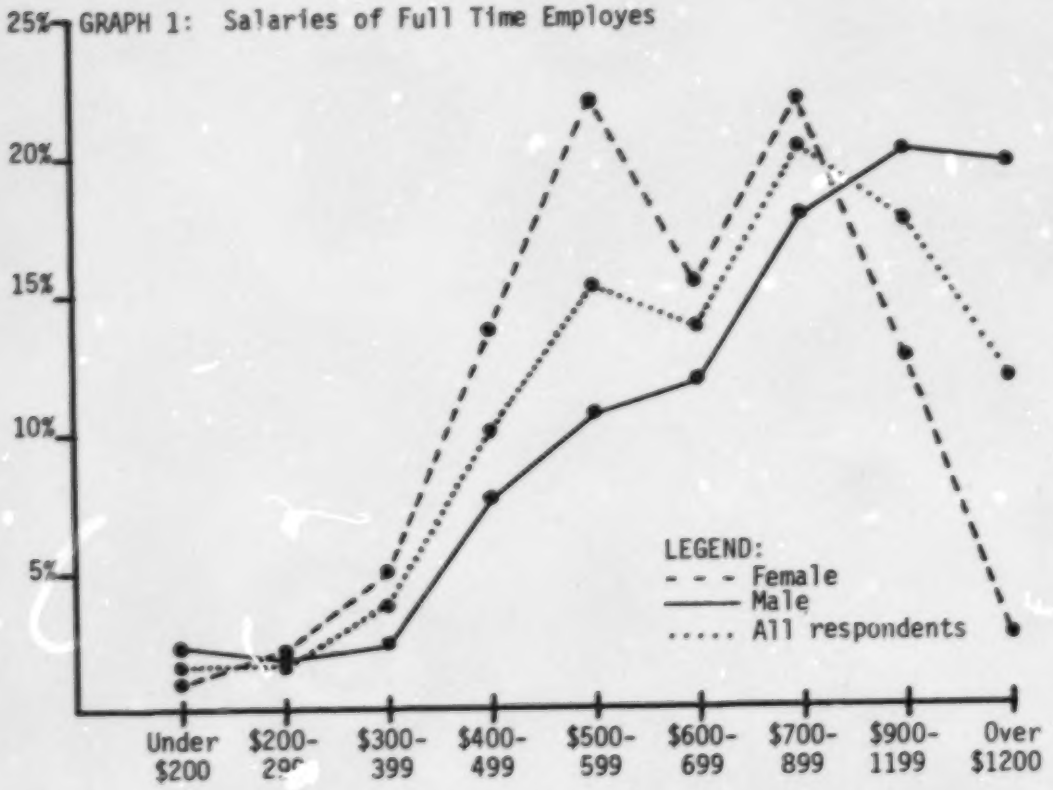
Major	Job Unrelated	Job Somewhat Related	Job Related	
Agriculture	26%	11%	63%	= 100%
Technical	38	9	53	= 100%
Distribution	17	37	46	= 100%
Office	11	24	65	= 100%
Health	2	1	97	= 100%
Home Economics	26	18	56	= 100%
Trades and Industry	23	18	59	= 100%
Lower Division Collegiate	49	26	25	= 100%

Salaries

The salary for full time workers averaged $620 per month; for part time workers salary averaged $300 per month. Analysis of salary in conjunction with such variables as sex and college major provided more detailed information.

The salaries of employed respondents varied significantly according to sex. Salaries for females reflected the lower ranges--office occupations ($500-599 a month) and nursing ($700-899 a month). Salaries for males dominated the upper ranges. While forty percent of male full time employees earned at least $900 a month; only 17 percent of the female full time employees earned $900 a month or more.

GRAPH 1: Salaries of Full Time Employes



Employed respondents expressed general satisfaction with their salaries and field of work. Graduates of distribution, technical and health programs were the most satisfied with salaries; agriculture and home economics graduates expressed the least satisfaction. On the other hand, health, home economics and office program respondents were most satisfied with their work; technical, lower division collegiate and agriculture students were the least satisfied.

Job Preparation

Cross-tabulation of present activity and general rating of the community college experience revealed that 82 percent of employed respondents believe they were well prepared for current occupations. Further analysis by program substantiated this finding. When asked to evaluate skills training and overall job preparation, employed respondents gave positive ratings (see Table 5).

Table 5: Rating of Job Skill Preparation by Program

Major	Very Satisfactory	Satisfactory	Less than Satisfactory	Does Not Apply	
Agriculture	29%	45%	8%	18%	= 100%
Technical	37	32	5	26	= 100%
Distribution	23	52	-	25	= 100%
Office	48	38	5	9	= 100%
Health	52	40	6	2	= 100%
Home Economics	29	39	6	26	= 100%
Trades & Industry	29	52	6	13	= 100%
Lower Division Collegiate	16	39	8	37	= 100%

CHARACTERISTICS OF RESPONDENTS CONTINUING EDUCATION

Continuing education was the main activity for 37 percent of all respondents. Eighty-five percent of the respondents who had remained students were enrolled in courses of study related to their community college program. Respondents who were continuing education most frequently were enrolled in the State System of Higher Education (53.4%) or in community colleges (30.6%). Only 3.3 percent were attending Oregon's independent colleges with less than 0.5 percent studying in private vocational schools.

Transferability of occupational credits was a problem for 83 of 249 respondents; transferability of lower division credits was a problem for 102 of 489 respondents. However, the survey did not assess the reasons for transferability problems or the kinds of problems encountered. Continued study of transferability appears warranted.

According to the survey, community colleges adequately prepared students for further study. In each area evaluated except for mathematics, a minimum of three-fourths of the ratings were satisfactory to very satisfactory (see Table 6).

Table 6: Rating of Preparation to Continue Education

	Very Satisfactory Preparation	Satisfactory Preparation	Less Than Satisfactory Preparation	Does Not Apply to Me	
Mathematics	20.3%	35.6%	9.5%	34.6%	= 100%
Writing	19.4	53.5	13.0	14.1	= 100%
Communication Skills	18.9	54.8	7.6	18.7	= 100%
College Major	26.5	50.0	10.7	12.8	= 100%
Human Relations	26.4	56.1	7.9	9.6	= 100%
Coping with the System	24.2	57.7	11.5	6.6	= 100%

SPECIAL CONSIDERATIONS

Early Leavers

Survey respondents were categorized as early leavers, certificate recipients or associate degree recipients. Analysis showed that these three categories were variables which significantly influenced response patterns to many survey items. This section focuses on these differing response patterns.

Demographic information was reviewed for each group. Early leavers were primarily younger people, with 66 percent in the 18 to 25 age range. By way of contrast, one-half of the degree recipients were over age 26, with at least ten percent in each of the 26-28, 29-33, 34-39 and 40-49 age ranges. More males than females were identified as early leavers; more females than males had received certificates; equal proportions of females and males had earned associate degrees.

Table 7 shows the major programs of graduates and early leavers Two-thirds of the respondents coded as early leavers were lower division collegiate students; these people have generally transferred to four-year colleges and universities. The transfer student is not representative of the conventional view of a "drop-out." It appears that present techniques are not reaching an adequate sample of individuals who left the community college because of personal or academic reasons.

Table 7: Program of Early Leavers and Graduates

Program	Early Leaver	Certificate	Associate Degree
Agriculture	3.8%	8.9%	6.3%
Technical	1.6	2.5	3.5
Distribution	2.4	6.0	4.3
Office	8.8	9.5	12.7
Health	4.4	36.3	16.1
Home Economics	3.3	3.2	4.3
Trades & Industry	8.7	18.4	20.2
Lower Division Collegiate	67.0	15.2	32.6
	100.0%	100.0%	100.0%

Early leaver or graduate status was significant in relation to present activity. Early leavers were twice as likely as graduates to be full time students. Over half of the certificate and associate degree recipients were employed full time, in comparison to 40 percent of the early leavers.

Early leavers continuing their education were the least likely group to be involved in a course of study related to their community college program. While on the surface this appears to be a contradictory finding, several explanations are possible:

1. Transfer students may view the courses taken at the community college as a basic program to be followed by study in their major at a four-year institution.

2. Transfer students may not have had a career goal while at the community college, but have defined goals in the interim.

3. Transfer students may also have changed their major since leaving the community college.

Completion of a program was an important variable in obtaining employment related to the community college program and satisfaction with job skill preparation. Eighty-five percent of the employed certificate and associate degree recipients were working in an area related to their community college program. Only 52 percent of the employed early leavers were working in a related occupation. Program completers gave significantly higher ratings of their job skill preparation than early leavers, with certificate recipients giving the highest rating of all.

Women

As members of the labor force, homemakers and students, the roles of women in society have become increasingly visible and controversial in recent years. Special analysis of the findings of this survey related to women's issues and sex role stereotyping revealed several surprising trends.

Men and women were generally engaged in similar activities at the time of the survey. As Table 8 shows, the only significant difference between the female and male respondents' activities was that females were more likely than males to hold part time jobs. Females, slightly more than males, were likely to be out of the labor force, but the unemployment rates were virtually the same for both males and females and overall trends were very similar.

Table 8: Present Activity by Sex (in Percentages)

	WOMEN				MEN			
	F.T. Students	P.T. Students	Not in School	TOTAL	F.T. Students	P.T. Students	Not in School	TOTAL
Working Full Time	1	3	47	51	3	4	50	57
Working Part Time	7	2	8	17	8	1	3	12
Not Working	20	2	10	32	24	1	6	31
Total	28%	7%	65%	100%	35%	6%	59%	100%

When asked if their present job were related to their community college program, women more often said "yes"--81 percent of the women compared to 68 percent of the men stated they were working in an occupation related to their college program. Much of this difference may be explained by the large number of female nursing respondents (97 percent obtain related employment).

Respondents who were continuing education revealed no significant differences by sex in pursuing related courses of study--85 percent for women compared to 86 percent for men.

On further consideration of sex role issues, seven occupational areas were classified as traditional male, female or neither (neutral). Any occupational area in which 70 percent or more of the enrollment was dominated by one sex was classified as traditional for that sex. Technical, trade, industry and agriculture programs were categorized as traditional male programs; home economics and health were determined to be traditional female; distribution and office were classified as neither (neutral).

Regardless of the sex role classification of the program, women were more satisfied than men with their work (at the time of the survey). Women who had been enrolled in traditional female programs were the most satisfied, but the strong influence of the nursing students on the responses should again be noted. Men in traditional male and neutral programs were the least satisfied group.

In each program category, males received higher salaries than females. However, the difference in salary was least evident between men and women from traditional male programs. Although women from neutral programs were more satisfied with their salary than men, the greatest discrepancy in salary appeared here; men earned an average of $70 a month more than women.

Analysis by program revealed men from traditional male programs to be more satisfied with job skill preparation than women from these programs. Conversely, women from traditional female programs were more satisfied with job skill preparation than men who had been enrolled in traditional female programs.

Women were generally more satisfied than men with their work, salary and job skill preparation. In the future, analysis by program and occupation will explore sex-role stereotyping more fully. Data about non-traditional occupations may yield further insight into this subject.

Older Students

Nationwide attention has recently focused on acquisition of learning skills that carry into adulthood and its implications for post-secondary education. Indeed, the impact of the growing number of older students is already being felt on the community college campus.

A thorough study of enrollment patterns and performance indicators of California community college students found that nearly half of the students in 1974-75 credit courses were both enrolled part time and at least 21 years old. The advisory committee which reviewed the California study concluded that the dominant function of California's community colleges was to provide continuing education for adult part time students.[1] Enrollment data for Oregon community colleges suggests a similar conclusion. During the same period (1974-75) over 72 percent of the students enrolled for community college courses, credit and noncredit, were at least 21 years of age. In fact, the average age of an Oregon community college student at that time was nearly twenty-eight.[2]

Since students over the age of 25 dominate Oregon community colleges, special consideration was given to this group's responses.

The age distribution of survey respondents did not reflect the overall age distribution of community college students (as cited above) probably because only full time students who attended at least one term of the 1975-76 academic year were sent copies of the survey. Nevertheless, 41 percent of the respondents were at least 26 years old, with 58 percent male and 42 percent female. These percentages contrast with the fact that of the younger respondents, 48 percent were male while 52 percent were female.

More significant differences surfaced. Older respondents were much more likely than younger cohorts to have been previously enrolled in vocational-technical programs and to be currently employed full time. Fully two-thirds of the older respondents had been enrolled in vocational-technical programs, while the younger respondents had been equally distributed between vocational-technical and lower division collegiate programs. However, of those respondents who had previously been vocational-technical students, little difference could be found between the program choices of younger and older respondents. Proportionately fewer older respondents had been enrolled in agricultural, technical, or trade and industry programs than younger respondents, while proportionately more older respondents had been enrolled in the areas of distribution and office occupations. However, as Table 9 indicates, proportionate differences (in most cases) were not great.

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[1]California Postsecondary Education Commission, "Through the Open Door: A Study of Patterns of Enrollment and Performance in California's Community Colleges" (Sacramento: California Postsecondary Education Commission, 1976) p.i.

[2]Data taken from enrollment reports filed with the Oregon Department of Education during Fall Term 1974.

Table 9: Major Areas of Study of Vocational-Technical Respondents

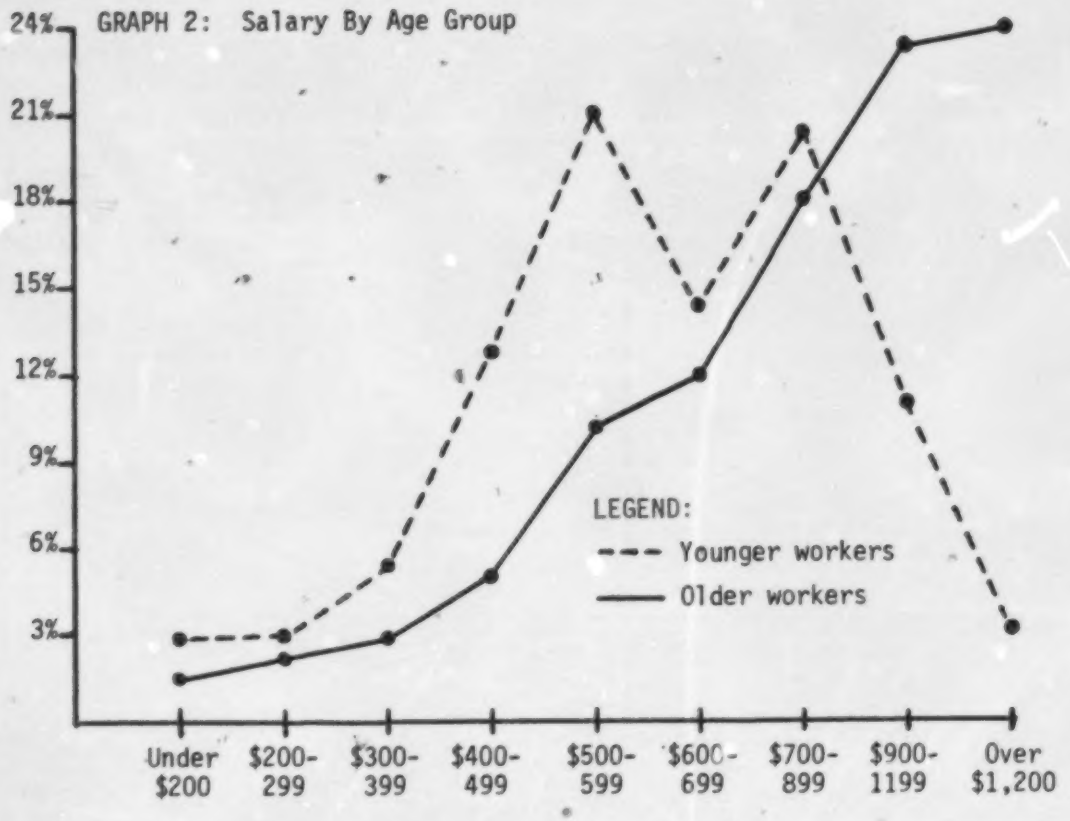
	Agric.	Tech.	Dist.	Office	Health	Home Ec.	Trades & Ind.	
Younger Cohort (18-25 yrs of age)	13%	5%	5%	15%	28%	8%	26%	= 100%
Older Cohort (Over 26 yrs of age)	9%	3%	12%	18%	28%	7%	23%	= 100%
TOTAL GROUP	11%	4%	8%	16%	28%	8%	25%	= 100%

The findings of this survey, described in Table 10, indicate that respondents over the age of 26 were much more likely than the younger respondents to be employed and less likely to be continuing school at the time of the survey. This finding may be related, in part, to the fact that older respondents were more likely than younger respondents to have studied in vocational-technical fields while attending community colleges. However, the findings do indicate that older students tend to go directly to full time employment after leaving community colleges and that they are not likely to continue studies at other post-secondary institutions. Younger respondents, on the other hand, appear to be just as likely to continue schooling on a full time basis as they are to accept employment full time.

Table 10: Present Activity of Older and Younger Respondents

	Full time Student	Part Time Student	Not in School	Total %
Working Full Time				
Older Cohort	2%	6%	57%	65%
Younger Cohort	1%	3%	43%	47%
Working Part Time				
Older Cohort	4%	1%	7%	12%
Younger Cohort	9%	1%	4%	14%
Not Working				
Older Cohort	10%	2%	11%	23%
Younger Cohort	31%	1%	7%	39%
Total				
Older Cohort	16%	9%	75%	100%
Younger Cohort	41%	5%	54%	100%

One final comparison was drawn between older and younger respondents. Salaries reported by respondents working full time were cross-tabulated by age group. As Graph 2 indicates, older respondents reported significantly higher salaries than their younger counterparts. Nearly one half of the older respondents reported salaries over $900 per month, while less than 15 percent of the younger respondents reported salaries that high. Conversely, less than one fourth of the older respondents reported earning less than $600 per month, while nearly one half of the younger respondents were earning less than that amount. Since the older respondents were more likely than their younger counterparts to add breadth of experience and job longevity to their educational experiences, the findings cited above would seem predictable. The fact that the older respondents were able to command higher salaries than their younger counterparts, however, may help to explain why so few of the older respondents were attending school on a full time basis at the time of the survey. Other factors may also influence this trend.



The data collected through this study indicates that the older students attending Oregon's community colleges have expectations and interests which do differ from those of younger students. Further study seems necessary to determine more adequately the needs of this dominant group of community college students.

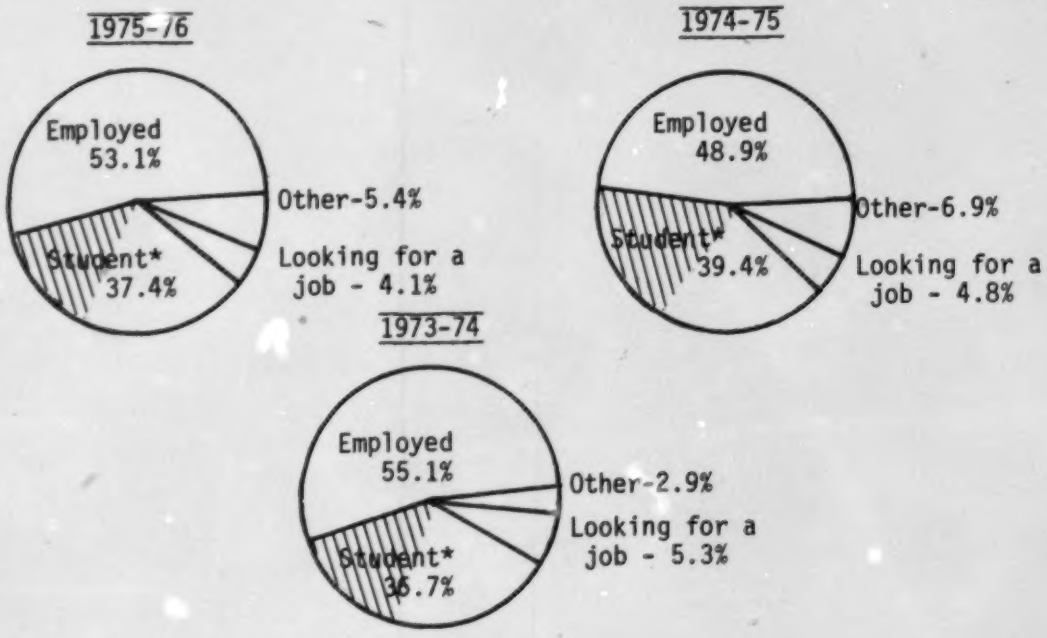
POSSIBLE TRENDS - A THREE YEAR PERSPECTIVE

As this third statewide community college follow-up is completed, several trends have emerged since the first survey in 1974. Although the survey instrument has been modified every year, a core of questions has remained that can be traced back to each year of the survey. These questions provide information on the respondents' primary activity, their overall perception of the community college experience, salaries and reasons for securing employment unrelated to their community college program.

While the data gathered on these subjects are not strictly comparable in a statistical sense, the trends shown seem indicative of the activities and perceptions of former community college students.

The following chart provides a picture of the primary activity of survey respondents from 1974 to 1976. Fluctuations in the economic cycle during the past three years are evident, with an appreciable drop in the percentage of employed respondents in 1974-75, and a decreasing unemployment rate in each year. The "employed" category includes only those respondents working part or full time; working students are shown in the shaded areas.

Chart 1: Primary Activity of Graduates, 1974-1976



*Shaded area identifies working students.

Both the quality and the adequacy of community college education were highly rated in each survey. In 1973-74, 85 percent of the respondents indicated they felt either well prepared or exceptionally well prepared by community college. Only two percent believed they were poorly prepared. In 1974-75, respondents rated the quality of instruction and student services as generally good and felt well-qualified for their jobs or courses of study. In 1975-76, as discussed earlier, over 80 percent of all respondents felt they were either well prepared or exceptionally well prepared for their present activity.

Salaries earned by respondents who were employed full time have increased at a reasonable rate during the past three years. In 1974-75, the average monthly salary was $540; in 1975-76, $570; and in 1976-77, $620. The gap in earnings between men and women, however, has remained constant over the past three years. In 1974-75, thirty percent of the men and six percent of the women earned $900 or more per month; in 1975-76, forty percent of the men and seventeen percent of the women had monthly salaries in excess of $900. Although three times as many women had reached the $900 salary level in 1976 as in 1975, the disparity between men and women in this salary range had decreased by only one percent.

The effect of inflation on salary schedules cannot be denied. It may even be argued that in terms of the value of the dollar, community college graduates have lost ground since 1975. The Consumer Price Index was 157.2 in February 1975 (the time of survey for the class of 1974) and 177.1 in February 1977* (the time of survey for the Class of 1976). Taking this inflation into account, the average monthly salary of 1976 community college graduates would have to be $650 instead of $620 just to keep pace with the increase in the cost of living.

In summary, the community colleges receive above average ratings from their former students. As more in-depth analysis of the results of student follow-up are integrated with the findings of employer follow-up studies mandated by the Vocational Amendments of 1976, the picture of the colleges' services to their students and to the community will emerge in greater detail. This integration and correlation of findings will be the challenge of follow-up research in the coming three years.

* Consumer Price Index, U.S. average as compiled by the Department of Commerce, Bureau of Labor Statistics. Base year 1967-68.

INSTRUCTIONS:

1. Each multiple choice question in the survey has several answers suggested. Pick the answer that best suits you, and then place the number of that answer in the blank next to the question or check the box that applies.

2. When you have answered all the questions you can, refold the survey so that the return address shows and mail. Return postage has been prepaid.

GENERAL QUESTIONS

1. ____ (19-20) **What are you doing now? (Mark only one)**
   (01) Going to school full time (12 credit hours or more a term)
   (02) Going to school part time (less than 12 credit hours a term)
   (03) Going to school part time and working part time (working *less than* 30 hours a week)
   (04) Going to school part time and working full time
   (05) Going to school full time and working part time
   (06) Going to school full time and working full time
   (07) Working full time (*30 hours or more* a week)
   (08) Working part time (*less than* 30 hours a week)
   (09) Serving in the military
   (10) Looking for a job but cannot find one
   (11) Not seeking employment
   (12) Pursuing personal interest (travel, music)
   (13) Other, please specify _____

2. **For each of the following student services, rate the assistance you received from your community college (Indicate whether or not you used the service, and rate those services you used.)**

	Did you use service? Yes	No	Very Satisfactory	Satisfactory	Less Than Satisfactory	Not Available
(21-22) Counseling (personal)						
(23-24) Counseling (career)						
(25-26) Financial aids						
(27-28) Placement (job)						
(29-30) Veterans affairs						
(31-32) Health services						
(33-34) Admissions and registration						
(35-36) Student activities (government, athletics)						
(37-38) Advising (selecting class schedule, etc.)						

3. ____ (39) **How do you rate the overall student services at your community college?**
   (1) Very satisfactory
   (2) Satisfactory
   (3) Less than satisfactory

4. ____ (40) **How many terms were you in community college?**
   (1) Less than two
   (2) Two to three
   (3) Four
   (4) Five
   (5) Six
   (6) More than six

5. ____ (41) **Were you a part-time or a full-time student the *majority* of the time you were in community college?**
   (1) Part time
   (2) Full time

6. ____ (42) **How well did your education at the community college prepare you for your present course of study or occupation?**
   (1) Exceptionally well prepared
   (2) Well prepared
   (3) Not well prepared
   (4) Very poorly prepared

7. ____ (43-44) **If you did not complete a community college program, please select the major reason from the list below.**
   (01) I got what I wanted
   (02) Decided to look for a job
   (03) Already had a job
   (04) Transferred to another college or university
   (05) Grades
   (06) Dissatisfied with community college courses
   (07) Job became available in my area of training
   (08) Personal reasons
   (09) Unable to afford college
   (10) Other, please specify _____

EDUCATION QUESTIONS

(If you are not presently a student, skip to Question 13)

8. ____ (45) **Is your present course of study related to the program you took in community college?**
   (1) Unrelated
   (2) Somewhat related
   (3) Related

9. ____ (46) **Did you experience difficulty transferring lower division credits to another college or university?**
   (1) Yes
   (2) No
   (3) Did not take any lower division courses

10. ____ (47) **Did you experience difficulty transferring occupational credits to another college or university?**
    (1) Yes
    (2) No
    (3) Did not take any occupational courses

11. **How well did your community college experiences in each of the following areas prepare you *to continue your education?* (Please check in the boxes which apply to you.)**

	Very Satisfactory Preparation	Satisfactory Preparation	Less Than Satisfactory Preparation	Does Not Apply to Me
(48) Mathematics				
(49) Writing				
(50) Communication skills				
(51) College major				
(52) Human relations (dealing with others)				
(53) Coping with the system (registration)				

12. ____ (54-55) **Where are you enrolled?**

(01) Eastern Oregon State College
(02) Oregon College of Education
(03) Oregon Institute of Technology
(04) Oregon State University
(05) Portland State University
(06) Southern Oregon State College
(07) University of Oregon (including Health Sciences Center)
(08) OREGON INDEPENDENT COLLEGES (For example: Lewis & Clark, Willamette)
(09) Blue Mountain Community College
(10) Central Oregon Community College
(11) Chemeketa Community College
(12) Clackamas Community College
(13) Clatsop Community College
(14) Lane Community College
(15) Linn-Benton Community College
(16) Mt. Hood Community College
(17) Portland Community College
(18) Southwestern Oregon Community College
(19) Treasure Valley Community College
(20) Umpqua Community College
(21) Rogue Community College
(22) OREGON PRIVATE VOCATIONAL SCHOOLS
(23) Out-of-State
(24) Other, please specify _____

EMPLOYMENT QUESTIONS

(If you are not presently employed, skip to Comments on back page.)

13. ____ (56-59) **What is your present job title?** _____

14. **Briefly describe your job.** _____

_____

15. **In which city and state do you work?** _____

16. ____ (60) **Is your present job related to the program you took in community college?**

(1) Unrelated
(2) Somewhat related
(3) Related

17. ____ (61) **If your job is not related to the program you took in community college, what is the reason?**

(1) Tried to find a related job, but was unable to find one
(2) Did not feel qualified in the area I studied
(3) Found I did not like the type of work in the area I studied
(4) Found a better job in another field
(5) Did not plan to work in a job related to my community college program
(6) Did not prepare for a specific career while in community college
(7) Took an available job to put myself through school
(8) Other, please specify _____

18. ____ (62-63) **What is your current monthly income before deductions?**

Working full time (30 hrs. or more a week)	*Working part time (less than 30 hrs. a week)*
(01) Under $200	(10) Under $100
(02) $200–299	(11) $100–199
(03) $300–399	(12) $200–299
(04) $400–499	(13) $300–399
(05) $500–599	(14) $400–499
(06) $600–699	(15) $500–599
(07) $700–899	(16) $600–699
(08) $900–1,199	(17) $700–899
(09) Over $1,200	(18) $900–1,199
	(19) Over $1,200

19. **How well did your community college experiences in each of the following areas prepare you *for your present job?* Please check in the box which best describes your preparation.)**

	Very Satisfactory Preparation	Satisfactory Preparation	Less Than Satisfactory Preparation	Does Not Apply to Me
(64) Mathematics				
(65) Writing				
(66) Communication skills				
(67) Coping with the system (time clocks, working conditions)				
(68) Human relations (dealing with others)				
(69) Occupational or job skills				
(70) Supervised field or work experience				
(71) Overall job preparation				

20. **How would you rate your satisfaction with the following aspects of your present job?**

	Very Satisfactory	Satisfactory	Less Than Satisfactory
(72) Salary			
(73) Opportunity for promotion			
(74) Relationship with fellow employees			
(75) The actual work you do			
(76) Geographic location			

COMMUNITY COLLEGE FOLLOW-UP SYSTEM

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